



Queensland University of Technology
Brisbane Australia

This is the author's version of a work that was submitted/accepted for publication in the following source:

Thorpe, Karen, Hansen, Julie, Danby, Susan, Mohamed Zaki, Filzah Zahilah, Grant, Sandra, Houen, Sandra, Davidson, Christina, & Given, Lisa M.

(2015)

Digital access to knowledge in the preschool classroom: Reports from Australia.

Early Childhood Research Quarterly, 32, pp. 174-182.

This file was downloaded from: <https://eprints.qut.edu.au/92445/>

© © 2015 Elsevier Inc

Notice: *Changes introduced as a result of publishing processes such as copy-editing and formatting may not be reflected in this document. For a definitive version of this work, please refer to the published source:*

<https://doi.org/10.1016/j.ecresq.2015.04.001>

Appendix 1:
Teacher Questionnaire

**Interacting with knowledge, interacting with people:
Web searching in early childhood**

Thank you for participating in our study investigating the preschool children's use of the Internet. Your responses will help us understand how children use the computer to engage in information searching and will help inform educators and families about young children's Web use.

In this survey, we ask about classroom computer availability and usage, and classroom experience and educators' beliefs. To answer the questions, in most cases, you simply tick the box next to the answer that best describes your perspectives. Please answer all questions and, if you are unsure of an answer, just give the best answer you can. Completing the questions should take no more than 15 minutes.

We hope you enjoy completing the questions and look forward to reading your responses and sharing our findings with you.

We appreciate your help with this study

A. About youHow old are you ? (age) yearsAre you Male ☐ Female ☐

What is your highest level of qualifications?

School completion ☐TAFE certificate or equivalent ☐Diploma or equivalent ☐University bachelor degree ☐Postgraduate University degree ☐Other (describe)..... ☐How long have you been teaching? yearsHow long have you been working in your current workplace? yearsHow long have you been working with children aged 0-5 years? yearsHave you worked with school aged children? Yes ☐ No ☐If yes, for how many years have you worked with children in schools? Years

How many of the following do you have in your home?

Desk top Computers Lap top computers Computer tablet Televisions I.Pads or equivalent Game Consoles Smart Phones Other digital (describe).....
technolog yDo you have internet at home? Yes ☐ No ☐In your home, how much is the Internet used **in a typical week?**

	Every day	Most days	Some days	Not weekly	Never	Not Applicable
By you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
By your partner (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By your children (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you access the Internet using any following ?

	Every day	Most days	Some days	Not weekly	Never	Do not have
Mobile phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public computer (.g. library, Internet café)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other please describe.....

Which search engines do you access?

Google	<input type="checkbox"/>	Bing	<input type="checkbox"/>
Dogpile	<input type="checkbox"/>	Alta Vista	<input type="checkbox"/>
Yahoo	<input type="checkbox"/>	Ask Jeeves	<input type="checkbox"/>
Other	<input type="checkbox"/>	(describe).....	

How comfortable are you using the following technologies?

	Very	Moderate	Uncertain	Not at all	Don't know	Don't use
Using programs on your mobile phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using video DVD technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Searching online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adding software to your computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Using email

Using communication programs such as Skype ☐ ☐ ☐ ☐ ☐ ☐

Using social network programs such as Facebook and Twitter ☐ ☐ ☐ ☐ ☐ ☐

Making presentations using programs such as Powerpoint ☐ ☐ ☐ ☐ ☐ ☐

Using word processing packages such as Microsoft Word ☐ ☐ ☐ ☐ ☐ ☐

Using drawing programs such as Microsoft Paint program ☐ ☐ ☐ ☐ ☐ ☐

Using drawing/storytelling programs such as Microsoft Photo Story ☐ ☐ ☐ ☐ ☐ ☐

Editing digital photographs ☐ ☐ ☐ ☐ ☐ ☐

Computer game playing ☐ ☐ ☐ ☐ ☐ ☐

Explaining basic Internet Terminology to children ☐ ☐ ☐ ☐ ☐ ☐

B. About your classroom and computer access

How many children are enrolled in the classroom?

How many staff members are in the room daily?

What is your role in this room?

Class teacher ☐ Class assistant ☐ other ☐ (describe).....

How many of the following do you have in your classroom?

Desk top computers

Lap top computers

Tablet computers

I.Pads or equivalent

Televisions

Electronic white-boards

How many of these are used for internet access?

How often are these used in your classroom for the following purposes

	Every day	Most days	Some days	Not weekly	Never	Do not have in classroom
Educational games (e.g.on-line educational websites)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web-searching by you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wb-searching searching by children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wordprocessing by you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word processing by children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drawing programs by you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drawing programs by children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do the following practices happen **in your classroom?**

	Every day	Most days	Some days	Not weekly	Never
Whole class discussion led by you about how to find out information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small group discussion led by you about how to find out information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intentional teaching of web-search skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child-led demonstration with class-Mates about how to use technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child-initiated discussion with the teacher about how to find out information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child-adult interacting together at computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child-adult interacting together doing Web-searching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children interacting together at a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children interacting doing web-searching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child working individually at a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child working individually doing web-searching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Combining various different sources of information searching (e.g. books ,brochures ,Internet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Young children's learning

How much do you agree with the following statements?

	Strongly Agree	Agree	Unsure	Disagree	Strongly disagree
I like to set the children search tasks to do at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet in the classroom is a learning resource like any other learning resource (e.g. easel or puzzles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet in the classroom is an unnecessary learning resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practicalities of computer login and password access stop me using the Internet in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety concerns stop me using the Internet in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I like to encourage children their search activities to bring from home (e.g. books, brochures, searches on the Internet)

☐ ☐ ☐ ☐ ☐

Having one or more computers in the classroom is an essential part of learning

☐ ☐ ☐ ☐ ☐

It is important to build on children's existing experiences with technology

☐ ☐ ☐ ☐ ☐

It is good to use technology to support the interests children bring to the classroom

☐ ☐ ☐ ☐ ☐

Giving children access to the Internet is A priority for me

☐ ☐ ☐ ☐ ☐

I find my main technology role is to ensure that the computer and software are working

☐ ☐ ☐ ☐ ☐

It is good for young children to have experiences with the computer at home

☐ ☐ ☐ ☐ ☐

I find my main technology role is to help children at the computer only if they request help.

☐ ☐ ☐ ☐ ☐

Young children learn literacy skills through use of the computer

☐ ☐ ☐ ☐ ☐

I find my main technology role is to actively initiate ideas and engage children with the Internet

☐ ☐ ☐ ☐ ☐

I like to model how to do searches on the Internet.

☐ ☐ ☐ ☐ ☐

using technology such as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
computers in the classroom					
are just an everyday part of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning					
A computer provides good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning opportunities for children					
to interact with each other.					
Young children do not have					
the literacy skills required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
for searching on the Internet					

What do you believe children experience through accessing the Internet?

--

Thank you for participating in this survey. We appreciate your time.

Appendix 2:

Comparison of means for teachers who completed by hard copy (n=18) and those completing on line (N=113)

	Group	N	Mean (SD)	t	df	p
Age	Hard copy	17	42.00 (7.5)	1.259	124	ns
	Online	109	45.00 (9.2)			
Qualification	Hard copy	17	5.18 (0.5)	1.6	125	ns
	Online	110	5.14 (.80)			
Years of employment in current workplace	Hard copy	17	6.50 (6.8)	-.660	127	ns
	Online	113	7.70 (7.5)			
Experience in school sector	Hard copy	17	1.4 (.49)	.183	128	ns
	Online	112	1.3 (.47)			
No of computers in classroom	Hard copy	18	2.2 (1.4)	1.667	128	ns
	Online	112	1.3 (2.2)			
DT comfort score	Hard copy	17	58.4 (6.9)	1.33	127	ns
	Online	112	55.5 (8.6)			
Belief – Internet risk	Hard copy	18	13.2 (3.1)	0.80	127	ns
	Online	111	12.7 (2.8)			
Belief -Internet positive	Hard copy	18	49.5 (8.8)	1.28	126	ns
	Online	110	47.0 (7.4)			

Classroom web-searching	Hard copy	18	2.9 (0.5)	4.58	128	<0.001
	Online	109	2.0 (0.8)			

Appendix 3:

Comparison of *Digital Beginnings* (UK, 2005) and *KWEB* (Australia, 2014).

